

# Unit Planning Guide: Grade 10 Unit 3

Unit Title: The Art of Effective Argument	Pacing (Duration of Unit): 10 weeks (Weeks 21-30)
Grade: 10	Buffer Day(s): 4

## Desired Results

### Transfer Goals

*Students will be able to independently use their learning to:*

- Use elements of argumentation to present their ideas in writing
- Use the text to provide evidence as support
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conversations in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

Priority Standards:

- **RL.10.6** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- **MA.10.8A** Relate a work of fiction, poetry, or drama to the seminal ideas of its time.
- **RI.10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.10.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- **RI.10.6** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- **RI.10.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**WIDA for English Language Learners**

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting  
Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

- W. 10.1.a-e. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
  - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.
- W. 10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- SL.10.4. Present information, finding, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- SL.10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.10.3 Apply knowledge of language to understand how language functions in different contexts, to make effect choices for meaning or style, and to comprehend more fully when reading or listening.
- L.10.5.a-b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a. Interpret figures of speech in context and analyze their role in the text.
  - b. Analyze nuances in the meaning of words with similar denotations.

Supporting Standards:

- RL.10.5. Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension or surprise.
- RI.10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RI.10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them
- RI.10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- SL.10.5. Make strategic use of digital media and presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- L.10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Use parallel structure.
  - b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- L.10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  - b. Use a colon to introduce a list or quotation.
  - c. Spell correctly.
- L.10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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<b>Meaning (*Mostly assessed through Performance Tasks/Assessments)</b>	
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<b>Big Ideas:</b> <ul style="list-style-type: none"><li>• Effective arguments have a clear position and message, consider different points of view, and are tailored for a specific audience.</li><li>• Words matter – choice of diction is important, including words with different connotation because they help establish tone and meaning,</li></ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How do writers use language to convince their readers to support their arguments?</li><li>• How do readers differentiate fact from opinion?</li><li>• How do writers best reach their audience through word choice, modes of discourse, and rhetorical strategies?</li><li>• How do readers identify and respond to the other view?</li></ul>






<b>Acquisition (*Mostly assessed through traditional summative assessments)</b>	
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**Knowledge:** Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

*Students will know ...*

- The characteristics of oral and written persuasive arguments (effective use of evidence, supporting of claims, what is a credible speaker, who is the target audience)
- Language conveys ideas
- The structure of a proper argument (oral or written)
- The effective tools of argumentation - such as understanding audience, purpose, message, occasion, and tone
- Strategies for citing evidence to support their writing
- Inferences vs. explicitly stated information

**Skills:** Effective ways to get their points across that are well thought out, that consider the bigger picture meaning all sides to the issue,

*Students will be skilled at:*

- Knowing the audience in order to best communicate the message (Comprehending)
- Conveying effective ideas in order to persuade (Application)
- Demonstrating skills to build an argument, while understanding other views, all with an objective tone (Analysis)
- Identifying the counter argument while effectively supporting the original argument (Application, Analysis)
- Writing an effective argument such as point-counterpoint, exemplification, classical arrangement, cause and effect, etc. (Analysis)
- Citing strong and thorough textual evidence (Evaluation)
- Drawing inferences (Comprehension, Analysis)
- Determining a thesis and central idea of a text (Argument)
- Writing clear and concise speeches and essays (Application)